



FEDERAL GRANTS MANAGEMENT
MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
PO BOX 480, JEFFERSON CITY, MO 65102
CONSOLIDATED FEDERAL PROGRAMS SELF-MONITORING CHECKLIST

2003-2004 School Year

| | |
|------------------------------------|----------------------------|
| School District _____ | County-District Code _____ |
| Federal Programs Coordinator _____ | Date of MSIP review _____ |

Districts scheduled for an MSIP review during the 2003-2004 school year must complete this form and send it to: Federal Grants Management, PO Box 480, Jefferson City, MO 65102.

IT MUST BE POSTMARKED BY SEPTEMBER 15, 2003.

Directions

1. Respond to each of the following monitoring requirements by placing an appropriate code (*see below*) on the line to the left of the item. **Responses are required on each lettered item**, and documentation proving compliance must be kept on file at the district.
2. Place a checkmark in all appropriate boxes under Evidence Sources to indicate the type of supporting documentation you have available. The documentation of evidence sources must be on file at the district for possible review during MSIP. Do not send copies of evidence sources to Federal Grants Management.
3. If you have any questions, call your Grants Management Supervisor for assistance.
4. For Sample forms, see Federal Programs home page at: www.dese.state.mo.us/divimprove/fedprog/

Code Key

- DC** = District Compliant: A review indicates compliance. When using this code, the district must have the documentation readily available for review by Federal Grants Management, if requested.
- DR** = District Resolving: A review indicates a compliance discrepancy. When using this code, use the comment section to explain how the district intends to resolve the discrepancy and the intended time frame for completion.
- DA** = District Assistance: The district requests assistance. A supervisor from Federal Grants Management will contact the district to arrange for assistance.
- NA** = Not Applicable to this district.

Assurances

The authorized representative assures the Department of Elementary and Secondary Education that the district shall:

1. Receive and expend federal funds in a manner consistent with the intent of the approved application.
2. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department of Elementary and Secondary Education any information it may need to carry out its responsibilities under the programs.
3. Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the programs, and all other applicable statutes, including: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendment of 1972; Certifications Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Gun-Free Schools Certification.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to the Department of Elementary and Secondary Education the amount of any funds made available to the applicant that may be determined by the Department, or an Auditor representing the Department, to have been misspent or otherwise misapplied.

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Authorized Representative

Date

MO 500-2336 (rev 07/03)

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General Provisions

1. Complaint Procedures for Federal Programs (see *DESE's sample on the web*):

- a. _____ The district routinely disseminates to parents a copy of its complaint procedures for federal programs.

Evidence Sources:

- ☐ Newspaper
☐ Student Handbooks
☐ Newsletters

2. Nonpublic Participation (see *Administrative Manual*, pp. 15 and 45-46):

- a. _____ The district conducts timely consultation with nonpublic school officials in the project planning stage for Titles I, II, A, III, and IV, A.

Evidence Source:

- ☐ Completed Public/Private Design for Educational Service. Required signatures are dated prior to substantial approval of the federal programs application.

- b. _____ The district expends or protects sufficient project funds for equitable services to eligible nonpublic schools.

Evidence Sources:

- ☐ Title I Breakdown of Allocation
☐ Budgets for Titles I, II, A, III, IV, A, reflect appropriate amounts for proposed nonpublic expenditures.

3. Obligation of Funds (see *Administrative Manual*, p. 10):

- a. _____ The district provides documentation that funds are obligated (purchase orders made or services contracted) only between the time of project approval and the end of the grant period.

- b. _____ Application Approval Date for 2003-2004 School Year (see Internet Application) _____

Title I First Obligation Date _____

Title I, C Migrant Ed. First Obligation Date _____

Title II, A First Obligation Date _____

Title II, D First Obligation Date _____

Title III First Obligation Date _____

Title IV, A First Obligation Date _____

Title V First Obligation Date _____

Title VI, B Subpart 2 First Obligation Date _____

4. Accounting Requirements (see *Administrative Manual*, p. 12):

- a. _____ Obligations and expenditures of state and federal funds are recorded separately by program.

5. Documentation Related to Payment of District Staff (see *Administrative Manual*, p. 12):

- a. _____ The Core Data Program Code and caseloads are correct for FTEs and consistent with the application.

- b. _____ There is documentation of time for partial FTEs, including those funded through Administrative Pool.

Evidence Sources:

- ☐ Time and effort logs
☐ Work schedules

- c. _____ For stipends and out-of-contract time paid, including Administrative Pool, the district maintains supporting records.

Evidence Sources:

- ☐ Workshop sign-in sheets
☐ Time and effort logs

- d. _____ The district biannually certifies that all full-time staff funded from a single federal funding source or from an established funding pool (such as the administrative pool) are conducting activities consistent with the purposes of the funding source(s).

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Evidence Source:

☐ Single Funding Certification form(s) completed and on file in the district

6. Inventory (see *Administrative Manual*, p. 13):

- a. _____ A centralized inventory control system, including all required components, accounts for all equipment purchased with federal dollars.
- b. _____ Capital outlay purchases are consistent with the application.
- c. _____ District labels all inventory items purchased with federal funds (program name and date of purchase).

7. Board-approved District Comprehensive School Improvement Plan (CSIP) (see *Administrative Manual*, p. 8):

- a. _____ The activities of all federal programs are reflected in the board-approved CSIP. The district indicates the source of federal funding, whether in whole or in part, as applicable, for each relevant action step.

Evidence Sources:

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Title I | <input type="checkbox"/> Title III |
| <input type="checkbox"/> Title I. C | <input type="checkbox"/> Title IV. A |
| <input type="checkbox"/> Title II. A | <input type="checkbox"/> Title V |
| <input type="checkbox"/> Title II. D | <input type="checkbox"/> Title VI. B Subpart 2 |

8. Reporting Requirements

- a. _____ All items required by federal legislation are reported to the public.

Evidence Sources:

- ☐ District Report Card
- ☐ Newspaper articles
- ☐ Newsletters
- ☐ Other: _____

Comments for items indicated DR – Please include plan and time frame for resolution:

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Title I. A: Improving the Academic Achievement of the Disadvantaged

1. LEA Plan (see *Administrative Manual*, p.)

- a. _____ The district has an approved LEA Plan and implements activities according to the plan.
- b. _____ The plan has been revised to indicate changes, as needed.

Evidence Sources:

- ☐ LEA Plan (and any revisions)
- ☐ Notes from planning sessions addressing needs assessment and goal setting

2. Schoolwide Planning (see *Administrative Manual*, p. 28):

- a. _____ Each building with a schoolwide plan implements the activities contained in the plan.
- b. _____ Any changes have been amended into the plan.
- c. _____ (If applicable) Schoolwide buildings with significant number of students from other language backgrounds have made the plan available to parents of such students in the parents' primary language.

3. Student Eligibility in Targeted Assistance Programs (see *Administrative Manual*, pp. 22-23):

- a. _____ Student eligibility is determined by multiple, educationally-related, objective criteria. (Criteria in preschool through grade two programs must consist solely of teacher recommendation, parental interviews, developmentally appropriate measures, or other similar criteria).
- b. _____ Master lists of eligible students are available that indicate which students have been selected to participate, the criteria used for selection, weighting of criteria, and appropriate overall cut-off score.
- c. _____ Migrant or Limited English Proficient (LEP) children have been identified for services on the same basis as other children.

4. Annual Evaluation Process (see *Administrative Manual*, p. 41):

The district conducts an annual review of the Title I-funded activities.

- | | |
|---|--|
| a. _____ Appropriate representation of school personnel | f. _____ Review of program strengths and weaknesses |
| b. _____ Agenda | g. _____ Documentation of recommendations and revisions |
| c. _____ Sign-in sheet from attendees | h. _____ Buildings have been notified regarding their Adequate |
| d. _____ Review of student achievement data | Yearly Progress (AYP) status |
| e. _____ Review of parents' evaluations | |

5. Coordination (see *Administrative Manual*, p. 29):

Written documentation indicates that coordination occurs between Title I staff and classroom staff through:

- a. _____ Shared instructional objectives.
- b. _____ One or more of the following: joint planning time, shared lesson plans, quarterly objective sheets, individual student plans, Comprehensive School Improvement Plan (CSIP) or Schoolwide Plan.
- c. _____ Evidence to demonstrate coordination among teachers in Migrant Education, LEP, Homeless, and Neglected and Delinquent services.

6. Parents Right to Know (see *Companion Document*, pp. 4-5)

- a. _____ Parents of each student attending a school receiving Title I funds have been notified that they may request information regarding the professional qualifications of the student's classroom teachers.

Evidence Sources:

- ☐ Letters
- ☐ Newsletters
- ☐ Handbooks

- b. _____ Parents have been notified when their child has been taught four or more consecutive weeks by a teacher who is not highly qualified.

7. District-Level Parent Involvement Policy (see *Administrative Manual*, pp. 32-33):

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- a. _____ The district has a parent involvement policy, and activities are conducted consistent with the policy.
- b. _____ For districts with allocations over \$500,000, one percent of the allocation is budgeted for parent involvement.

8. Building-Level Parent Involvement Plan (see *Administrative Manual*, pp. 33-35):

Each building receiving Title I funds must have a plan for parent involvement that includes:

- a. _____ Strategies for communication
- b. _____ Descriptions of how the parent-school compact was developed and its purpose
- c. _____ Strategies for increasing opportunities for parent involvement
- d. _____ Buildings with significant numbers of students from language backgrounds other than English have made the plan available to parents of such students in the parents' primary language.

9. Building-Level Implementation of Parent Involvement Plan (see *Administrative Manual*, p. 33):

- a. _____ The parent involvement plan and parent-school compacts are disseminated.
- b. _____ Parent meetings or workshops are held.
- c. _____ The district is using one percent of its allocation for parent involvement (if applicable, see 10. b).

Evidence Sources:

- ☐ Agendas, minutes of meetings
- ☐ Completed sign-in forms
- ☐ Copies of correspondence to parents
- ☐ News reports, etc.
- ☐ Parent survey

10. Personnel (see *Administrative Manual*, pp. 29-32):

The district provides evidence that:

- a. _____ Proper credentials and certificates are on file with the district.
- b. _____ Caseloads as listed on class rosters are appropriate for instructional staff.
- c. _____ Teachers and paraprofessionals' schedules reflect the number of appropriate instructional minutes for staff and students.

11. Breakdown of Allocation (see *Administrative Manual*, pp. 19-20):

The district provides evidence that each eligible building receives the allocated amount of funds and in the order indicated on the approved Breakdown of Allocation (BOA).

- a. _____ Current building-level budgets and expenditures correspond to BOA.

Evidence Source:

- ☐ Bookkeeping record of related expenditures

- b. _____ For districts with allocations over \$500,000, one percent of the allocation is budgeted for parent involvement.

12. Targeted Usage (see *Administrative Manual*, p. 36):

Materials, equipment, and facilities funded by Title I are used according to regulations and guidelines.

- a. _____ Observations, interviews, and records of usage with staff indicate that Title I-funded materials and facilities are used only by participating students.

13. Preschool Education Programs (see *Administrative Manual*, p. 36):

- a. _____ District follows one of the recommended models for its Title I-funded preschool. Check model being used:
 - ☐ Head Start Education and Early Childhood Development Standards
 - ☐ Project Construct Curriculum Model
 - ☐ High/Scope Curriculum Model
 - ☐ Creative Curriculum Model

14. Neglected and Delinquent Institutions (see *Administrative Manual*, pp. 46-50):

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- a. _____ The district's application for Neglected or Delinquent funds is on file and describes the program to be implemented along with relevant formal agreements between the district and institutions to be served.

15. Buildings in Title I. A School Improvement (see *Administrative Manual*, pp. 39-40):

- a. _____ The district can demonstrate that at least 10 percent of the building's allocation has been allocated for professional development following a building's failure to make Adequate Yearly Progress (AYP) and its identification for School Improvement. **Funding must address the area(s) in which each building has been found to be deficient.**

Evidence Sources:

- ☐ BOA and Title I application
☐ Inservice sign-in sheets
☐ Records of expenditures

- b. _____ The district has notified parents of their school choice option.

Evidence Source:

- ☐ Letter to parents

- c. _____ The district has notified parents of their Supplemental Educational Services options (for buildings in second year of improvement).

Evidence Source:

- ☐ Letter to parents

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Title I. C: Migrant Education Program

1. Eligibility (see *Administrative Manual*, pp. 53-55):

- a. _____ Priority for services is given to migrant children most at risk of failing to meet the Show-Me Standards and whose education has been interrupted during the regular year.

2. Coordination (see *Administrative Manual*, p. 55):

- a. _____ Coordination occurs with other local, state, and federal program personnel.

Evidence Sources:

- ☐ Student participation list with migrant students identified
☐ Staff meeting minutes and agendas
☐ One or more of the following: shared instructional objectives, shared lesson plans, individual student plans, joint planning time

3. Parent Involvement (see *Administrative Manual*, pp. 60-61):

- a. _____ The district provides documentation of appropriate consultation with a Parent Advisory Council in the planning, implementation, and evaluation of the migrant project.
b. _____ The district involves migrant parents in policy development, parent-school compacts, and capacity building activities.
c. _____ The district provides evidence that information is provided in a language and form that parents understand.

Evidence Sources:

- ☐ Meeting minutes
☐ Sign-in sheets from policy, planning, and capacity building meetings
☐ Flyers, announcements, letters to parents in their native language (if appropriate)

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Title II. A: Teacher and Principal Training and Recruiting

1. Professional Development Needs Assessment (see *Administrative Manual*, p. 64):

The district maintains documentation that:

- a. _____ A needs assessment for professional development was conducted within the last three years with input from public and nonpublic staff, including Title I-funded teachers.
- b. _____ Professional development decisions were based on student achievement data.
- c. _____ A CSIP/district professional development plan reflects the needs assessment findings.

Evidence Sources:

- ☐ Educator surveys
- ☐ Minutes of professional development committee meetings
- ☐ Administrator assessments of teacher performance
- ☐ Other student data

2. Professional Development Activity Assessment (see *Administrative Manual*, p. 66):

- a. _____ The district provides evidence of assessing the activities in relation to the goals identified in the professional development plan (see the "*Missouri Professional Development Guidelines for Student Success*") or CSIP.

Evidence Sources:

- ☐ Review of pre and/or post activity student achievement data
- ☐ Description of activity and objectives
- ☐ Student learning outcomes
- ☐ Planned or demonstrated uses of new knowledge and skills
- ☐ Dates of initial and follow-up activities
- ☐ Other: Please describe _____

3. Professional Development Activity Implementation (see *Administrative Manual*, p. 65):

Each activity funded through Title II. A reflects the following high-quality professional development criteria:

- a. _____ Actively engages teachers on an ongoing basis
- b. _____ Is directly linked to improved student learning so that all children may meet the Show-Me Standards at the proficient level
- c. _____ Is directly linked to district CSIP and building school improvement plans
- d. _____ Is developed with extensive participation of teachers, parents, principals, and other administrators
- e. _____ Provides time and other resources for learning, practice, and follow-up
- f. _____ Is supported by district and building leadership
- g. _____ Provides teachers with the opportunity to give the district feedback on the effectiveness of participation in this professional development activity

Evidence Sources:

- ☐ Lesson plans
- ☐ Teacher schedules
- ☐ Observation notes
- ☐ Minutes of meetings
- ☐ Pre and post surveys

4. Hiring Highly Qualified Teachers

All teachers employed by the district are properly certified for their grade level/subject area.

- a. _____ The district has hired additional teachers to reduce class size.
- b. _____ The district has hired additional teachers for core academic subjects.

Evidence Sources:

- ☐ Proper credentials and certificates are on file
- ☐ Board minutes or other report of student-teacher ratios and achievement data

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Title II. D: Enhancing Education Through Technology

1. Professional Development (see *Companion Document*, p. 6)

- a. _____ The district can demonstrate that it has spent at least 25 percent of the total funds available for professional development that addresses the use of technology in instruction.

2. Internet Use Policy

- a. _____ The district has a board-approved Internet Use Policy and complies with the Children's Internet Protection Act (CIPA).

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Title III: Instruction for Limited English Proficient and Immigrant Students

SEE SUPPLEMENTAL GUIDANCE FOR TITLE III (www.dese.state.mo.us/divimprove/fedprog/grantmgmnt/)

1. Student Identification

- a. _____ Based on its written assessment plan, the district annually assesses the English proficiency of all limited English proficient children participating in this program, or the district has contracted for such services.

Evidence Sources:

- ☐ Title III Limited English Proficient Assessment Plan
☐ Student assessments

2. Activity Implementation

- a. _____ Activities are based on scientific research on how to effectively teach LEP children.

Evidence Source:

- ☐ Documentation file of research

3. Personnel

- a. _____ Teachers in any Title III language instructional program are fluent in English and any other language used for instruction, and have good written and oral communication skills.

Evidence Source:

- ☐ Signed statement from building principal certifying that teacher is fluent in English and any other language used for instruction

4. Professional Development

- a. _____ Professional development activities are scientifically based and meet other program requirements.

Evidence Source:

- ☐ Written summary of inservice activities

5. Evaluation

- a. _____ Based on its written evaluation plan, the district has completed an evaluation of children that includes the percentage of children who are making progress in attaining English proficiency, have transitioned into classrooms not tailored to LEP children, and are meeting the Show-Me Standards.

6. Parent Notification

- a. _____ The district has notified parents of a limited English proficient child within 30 days after the beginning of a school year (two weeks for a child entering school after the year has started) of the reason their child has been identified to participate in an LEP program, specifics of the program, and parents' rights.
- b. _____ Information presented to parents is provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Evidence Sources:

- ☐ Examples of notification to parents
☐ List of participating students

7. Parent Involvement

- a. _____ The district has implemented an effective means of outreach to parents of limited English proficient children to inform them of how they can be actively involved in the education of their children in learning English, achieving at high levels, and meeting the Show-Me Standards.

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8. Parent Recommendations

- a. _____ Administrators, Title I teachers, and LEP teachers meet at least annually to consider and respond to parent recommendations.

Evidence Sources:

- ☐ Meeting agendas and minutes of meetings
☐ List of attendees

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Title IV. A: Safe and Drug-Free Schools and Communities

1. Consultation (see *Administrative Manual*, p. 69):

- a. _____ The district provides evidence of ongoing consultation with State and local government representatives, representatives of schools to be served (including nonpublic), teachers and other staff, parents, students, community-based organizations, and others with relevant expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals) regarding how best to coordinate activities with other related strategies, programs, and activities being conducted in the community.

Evidence Sources:

- ☐ Dated agendas
☐ Meeting sign-in sheets indicating group affiliation
☐ Written recommendations (minutes from meetings)
☐ Dissemination of drug use and violence prevention information through pamphlets, brochures, etc.

2. Activities Development and Assessment (see *Administrative Manual*, pp. 69-73):

- a. _____ The district biennially conducts and analyzes the Safe and Drug-Free Schools and Communities (SDFSC) survey and/or alternative data.
b. _____ The district and its advisory group annually evaluate the overall effectiveness of the Title IV. A activities as related to the six Principles of Effectiveness from the United States Department of Education.
c. _____ Title IV. A funded activities are based on drug and violence assessment results and the six Principles of Effectiveness.

Evidence Sources:

- ☐ Survey Results
☐ Discipline and expulsion data
☐ Advisory Council meeting minutes

3. Activity Implementation (see *Companion Document*, p. 7)

- a. _____ No more than 40 percent of the district's Title IV. A funds are being used for security personnel, of which no more than 50 percent is used for other security purposes.
b. _____ Purchases relate to allowable uses and follow the guidance of the Principles of Effectiveness. (No purchase of give-away items.)

4. Parent/Community Involvement (see *Administrative Manual*, p. 73)

- a. _____ The district includes activities to facilitate input from parents and involve parents and community.

Evidence Sources:

- ☐ Parent education training/workshops/in-service/classes
☐ Letters to parents
☐ Schedules of parent education activities
☐ Flyers
☐ Sign-in sheets from parent education activities
☐ Media announcements, articles
☐ Questionnaires or surveys from parents

5. Public Reporting (see *Administrative Manual*, p. 70):

- a. _____ The district makes available to the public a report of its progress toward attaining the objectives specified in the CSIP.

Evidence Sources:

- ☐ Letters to parents
☐ Information in school newspaper
☐ Other: Please describe: _____

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Title V. A: Innovative Programs

1. Systematic Consultation

- a. _____ The district has consulted with parents and appropriate district staff in a needs assessment and planning for effective use of funds.

Evidence Sources:

- ☐ Agenda for meeting
- ☐ Meeting sign-in sheets indicating person's role or title
- ☐ Written recommendations (in meeting minutes)

2. Annual Evaluation (see *Administrative Manual*, p. 77):

- a. _____ The district conducts an annual review that includes use of funds, students served, program strengths and weaknesses, and how student academic achievement was affected. The evaluation is used to make decisions about changes for use of funds for the next school year.

Evidence Sources:

- ☐ Agenda, meeting minutes
- ☐ Usage records
- ☐ Survey or other documentation

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Title VI. Part B: Rural Low Income

1. Implementation (see *Companion Document*, p. 9)

- a. _____ Use of funds is consistent with program guidelines, application budget, and CSIP to increase student achievement, reduce dropout rate, or attain other school improvement goals.

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